DOCUMENT RESUME

ED 082 832 PS 006 847

TITLE	Evaluation Bibliography.
INSTITUTION	North Carolina Univ., Chapel Hill. Technical Assistance Development System.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	73
NOTE	42p.; Tadscript #2
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Annotated Bibliographies; *Early Childhood Education; *Evaluation; *Handicapped Children; Parents; Testing; Testing Problems; Testing Programs; *Tests

ABSTRACT

An annotated bibliography of tests for children and parents, compiled by the Technical Assistance Development System, is presented. The bibliography was developed because of the absence of generally recognized and standardized measures of performance appropriate for use in educational programs, particularly programs involving the handicapped. The bibliography is designed to provide program personnel with alternative evaluation instruments to consider for usage or for review if local tests are being developed. Tests are categorized according to the dimensions that they measure and the age groups for whom they are recommended. Addresses of publishers and test developers are included. (DP)

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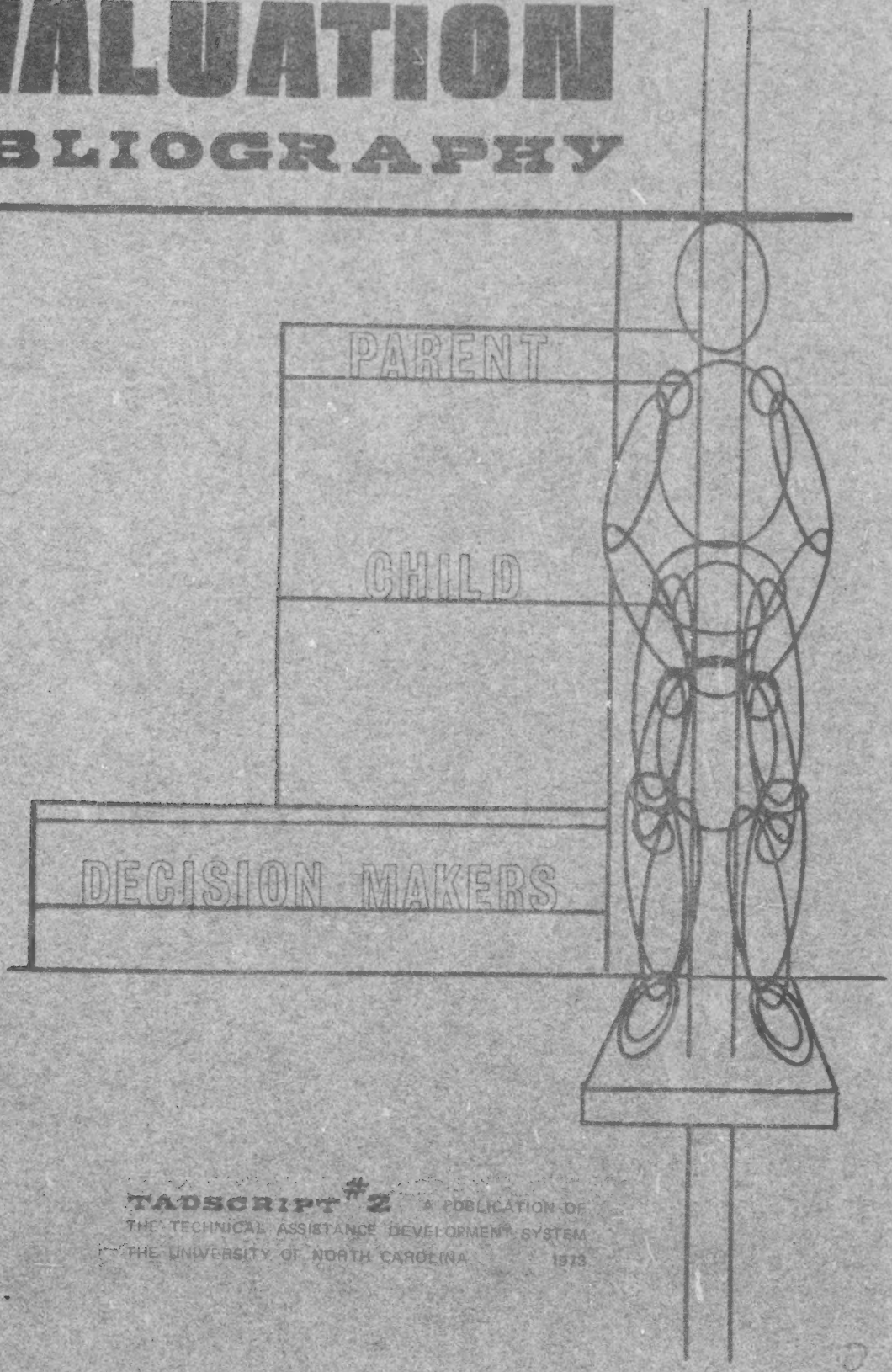

PS 006847

TADSCRIPT #2 A PUBLICATION OF
THE TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM
THE UNIVERSITY OF NORTH CAROLINA 1973

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INTRODUCTION

One of the frustrating situations which confronts directors of educational programs for young children is the relative absence of generally recognized and standardized measures of performance. This situation is even more frustrating when the children are handicapped since the norms for developmental rates and learning are usually based upon non-handicapped samples of children.

At the present time, many program personnel who work with young handicapped children are dissatisfied to such an extent with available measurement devices that the personnel resort to the construction of tests and assessment procedures for their own, local usage. There are both advantages and disadvantages to this approach to assessment. The local development can result in a list of criteria which indicate success, both of the children and of the program. Careful development or selection of these criteria would require a complete review of the program and its goals and objectives. The planning and program review activities may result in significant and positive side effects of the assessment program.

There are, however, some serious problems associated with local development of tests and assessment procedures; perhaps the most serious of which is the absence of training of most program personnel in the areas of evaluation procedures and test construction. Furthermore, there is no basis for evaluating performance of children and personnel when tests are developed locally except the scales themselves and the change which might be revealed by obtained scores. That is, there is no external reference for comparison of program results.

The absence of apparent external references can be treated in at least two ways. First, criteria for performance can be based upon a set of goals and objectives which are directly related to external goals and objectives. These external goals and objectives might be those of federal, regional, state, or local agencies which provide services to children such as those in your program. Evaluation, then, can be done in terms of contribution to the accomplishment of goals and objectives of some larger system. Second, the specific indicators of change (the test items) can be selected to be similar to those of some recognized tests or procedures. In many cases, it is necessary to construct items which measure more precisely the changes which occur. If this should be the case, several items can be constructed to measure change in smaller components of behavior or development than does some general item of a standardized scale. The locally developed scale can be interpreted, then, in terms of the external, but more general, norm.

In order to provide assistance in the area of measurement, the Technical Assistance Development System (TADS) has compiled a bibliography of tests for children and parents. It is hoped that this bibliography, with the associated annotations, will provide to program personnel alternative tests to consider for usage or for review if local tests are being developed.

The tests for children have been categorized according to recommended age groupings and dimensions which are purportedly measured by the tests. An index is provided for quick reference to the tests.

In most cases a complete reference is furnished for location of the test. TADS does have on file copies of some of the tests. If you should be unable to locate the test, you may contact TADS for assistance. We can provide copies on a limited basis of those tests which we have on file.

This monograph is distributed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

INDEX OF TESTS FOR CHILDREN

	LANGUAGE	COGNITION	SELF-HELP	SOCIAL-AFFECTIVE	VISUAL-MOTOR	PHYSICAL HEALTH	S=SCREENING P=PARENT
AGE 0-6 MONTHS							
BAYLEY SCALES	X	X		X	X		
BZOCH-LEAGUE	X						
CATTELL INFANT INTELLIGENCE SCALE		X					
COMMUNICATIVE EVALUATION CHART	X				X		S
DENVER D.S.T.	X			X	X		S
GESELL DEVELOPMENTAL SCHEDULES	X	X		X	X		
HOUSTON TEST OF LANGUAGE DEVELOPMENT	X						
P.A.R.	X	X		X	X		
VERBAL LANGUAGE DEVELOPMENT SCALE	X						
VINELAND S.M.S.			X	X			
WATSON AND PICKLES SCALE	X						
AGE 6-12 MONTHS							
BAYLEY	X	X		X	X		
BZOCH-LEAGUE	X						
CATTELL		X					
COMMUNICATION EVALUATION CHART	X				X		S
DENVER	X			X	X		S
GESELL D.S.	X	X		X	X		
H.T.L.D.	X						
MINNESOTA PRESCHOOL SCALE		X					
P.A.R.	X	X		X	X		
VERBAL LANGUAGE DEVELOPMENT SCALE	X						
VINELAND S.M.S.			X	X			
WATSON AND PICKLES SCALE	X						

S=A TEST DESIGNED FOR USE IN SCREENING.
P=A TEST THAT IS DESIGNED TO BE COMPLETED BY PARENT.

	LANGUAGE	COGNITION	SELF-HELP	SOCIAL-AFFECTIVE	VISUAL-MOTOR	PHYSICAL HEALTH	S=SCREENING P=PARENT
AGE 12-24 MONTHS							
BAYLEY	X	X		X	X		
BZOCH-LEAGUE REEL	X						
CATTELL		X					
COMMUNICATIVE EVALUATION CHART	X				X		S
DENVER	X			X	X		S
GESELL D.S.	X	X	X	X	X		
HOUSTON TEST LANGUAGE DEVELOPMENT	X						
INFANT BEHAVIOR INVENTORY				X			
MINNESOTA PRESCHOOL SCALE		X					
P.A.R.	X	X	X	X	X		
VINELAND			X	X			
WATSON AND PICKLES SCALE	X						
AGE 24-36 MONTHS							
BAYLEY	X	X		X	X		
BEERY BUKTENICA					X		
BZOCH-LEAGUE	X						
CALIFORNIA PRESCHOOL S.C.S.				X			
CAROLINA DEVELOPMENT PROFILE	X	X			X		
CATTELL		X					
COMMUNICATIVE EVALUATION CHART	X				X		
DENVER	X			X	X		S
GESELL	X	X		X	X		
HOUSTON TEST LANGUAGE DEVELOPMENT	X						
I.T.P.A.	X						
INFANT BEHAVIOR INV.				X			

AGE 24-36 MONTHS (CONTINUED)	LANGUAGE	COGNITION	SELF-HELP	SOCIAL-AFFECTIVE	VISUAL-MOTOR	PHYSICAL HEALTH	S=SCREENING P=PARENT
MINNESOTA PRESCHOOL SCALE		X					
PEABODY P.V.T.	X	X					
P.A.R.	X	X	X	X	X		
PRESCHOOL INVENTORY	X	X			X		
PRESCHOOL LANGUAGE SCALE	X						
STANFORD-BINET		X					
VALETT DEVELOPMENT SURVEY	X	X		X	X	X	
VERBAL LANGUAGE D.S.	X						
VINELAND			X	X			
WATSON AND PICKLES SCALE	X						
AGE 36-48 MONTHS							
ADAPTIVE BEHAVIOR SCALES			X	X			
BASIC CONCEPT INVENTORY		X					
BEERY-BUKTENICA					X		
CALIFORNIA PRESCHOOL S.C.S.				X			
CAROLINA DEVELOPMENTAL	X	X			X		
CHILDREN'S SELF-SOCIAL				X			
CINCINATTI AUTONOMY				X			
COMMUNICATIVE EVALUATION	X				X		S
DENVER							S
DETROIT TESTS LEARNING APTITUDE	X	X			X		
DEVELOPMENTAL GUIDELINES	X	X	X	X	X		
GESELL ACTION AGENT	X						
GESELL DEVELOPMENT SCALE	X	X	X	X	X		
GOODENOUGH-HARRIS		X					

AGE 36-48 MONTHS (CONTINUED)	LANGUAGE	COGNITION	SELF-HELP	SOCIAL-AFFECTIVE	VISUAL-MOTOR	PHYSICAL HEALTH	S=SCREENING P=PARENT
HOUSTON TEST LANGUAGE	X						
I.T.P.A.	X						
LEARNING ACCOMP. PROFILE	X	X	X	X	X		
MINNESOTA PRESCHOOL SCALE		X					
PEABODY P.V.T.	X	X					
PREPRIMARY PROFILE			X	X			P
P.A.R.	X	X	X	X	X		
PRESCHOOL INVENTORY	X	X			X		
PRESCHOOL LANGUAGE SCALE	X						
STANFORD-BINET		X					
VALETT DEV. SURVEY	X	X		X	X	X	
VERBAL LANGUAGE D.S.	X						
VINELAND			X	X			
WALKER PROBLEM BEH.				X			
48 MONTHS AND UP (AGES NOTED IF 4-6 YEAR SPAN NOT COVERED)							
ABC INVENTORY		X			X		S
ADAPTIVE BEHAVIOR SCALES			X	X			
A.P.E.L.L. (4 1/2-7 YEARS)	X	X					S
AUDITORY DISCRIMINATION (5 UP)	X						
BASIC CONCEPT INVENTORY		X					S
BEERY-BUKTENICA					X		
BENDER MOTOR GESTALT		X			X		
BOEHM TEST (5-7 YEARS)		X					S

48 MONTHS AND UP (AGES NOTED IF 4-6 YEAR SPAN NOT COVERED) (CONTINUED)	LANGUAGE	COGNITION	SELF-HELP	SOCIAL-AFFECTIVE	VISUAL-MOTOR	PHYSICAL HEALTH	S=SCREENING P=PARENT
BURKS BEHAVIOR (6-12 YEARS)				X			
CAIN-LEVINE (5-13 YEARS)			X	X			
CALIFORNIA (2-5 YEARS)				X			
CAROLINA DEV. (2-5 YEARS)	X	X			X		
CHILDREN'S SELF-SOCIAL				X			
CINCINATTI AUTONOMY				X			
COMMUNICATIVE EVAL. (BIRTH-5)	X				X		S
DENVER							S
DETROIT TESTS LEARNING APT.	X	X			X		
DEVELOPMENTAL GUIDELINES	X	X	X	X	X		
EARLY DETECTION INVENTORY	X	X		X	X	X	S
EVANSTON EARLY IDENT.					X		S
FROSTIG					X		
GESELL ACTION AGENT	X						
GESELL DEV.	X	X	X	X	X		
GOLDMAN-FRISTOE ARTICULATION	X						
GOLDMAN-FRISTOE WOODCOCK	X						
GOODENOUGH-HARRIS		X					
HOUSTON TEST	X						
I.T.P.A.	X						
K.E.L.P. (5)	X	X		X	X		S
L.A.P.	X	X	X	X	X		
MEETING ST. S.S.T. (5 to 7-5)	X				X		S
METROPOLITAN READINESS (5)	X	X			X		

48 MONTHS AND UP
(AGES NOTED IF 4-6 YEAR SPAN NOT COVERED)
(CONTINUED)

	LANGUAGE	COGNITION	SELF-HELP	SOCIAL-AFFECTIVE	VISUAL-MOTOR	PHYSICAL HEALTH	S=SCREENING P=PARENT
MINNESOTA PRESCHOOL (-5 YEARS)		X					
MISSOURI CHILDREN'S (5-16)				X			
MOVE-GROW-LEARN					X		
OSERETSKY					X		
P.R.E.P.	X	X			X		P
PEABODY I.A.T.	X	X					S
PEABODY P.V.T.	X	X					
PIAGETIAN TASKS		X					
PREPRIMARY PROFILE			X	X			P
P.A.R.	X	X	X	X	X		
PRESCHOOL INVENTORY	X	X			X		
PRESCHOOL LANGUAGE SCALE	X						
PRIMARY MENTAL ABILITIES (5-7 1/2)	X	X			X		
SCHOOL READINESS SURVEY	X	X					P
STANFORD-BINET		X					
STANFORD E.S.A.T.	X	X					
TESTS OF BASIC EXPERIENCES	X	X					
VALETT DEVELOPMENTAL SURVEY	X	X		X	X	X	
VERBAL LANGUAGE DEV. SCALE	X						
VINELAND			X	X			
WIDE RANGE ACH. TEST (5-UP)	X	X					

TESTS FOR CHILDREN

ABC INVENTORY
N. Adair and G. Blesch
Research Concepts, A Division of Test Maker, Inc.

The ABC Inventory is designed to identify children aged four to six who are likely to fail in kindergarten or who are not likely to be ready for grade one. Items relate to drawing, copying, folding, counting, memory, general information, colors, size concepts, time concepts, and the like. The Inventory is individually administered, paced, and takes about nine minutes to give. No special training is needed to administer the questionnaire. Raw scores are related to "ready ages," which are highly correlated with mental ages (Stanford-Binet). Reliability studies consisted of testing the means of two comparable groups who took the Inventory in 1962 and in 1964. Studies of the relationships between those students who scored below certain cutting scores and those who failed in kindergarten or the first grade are reported. (Review from "School Readiness" HSTCR).

ADAPTIVE BEHAVIOR SCALES (AAMD)
N. Nihira, R. Foster, M. Shellhas and H. Leland
American Association on Mental Deficiency

The Adaptive Behavior Scale is an informant-interview behavior-rating scale for mentally retarded and emotionally maladjusted individuals. It provides information on his effectiveness in coping with the natural and social demands of his environment. The scale assesses the important area of how independent the individual is able to be. There are two forms of the scale; the one reported here is for children twelve years of age or younger. Since some items are not appropriate for very young children, a list of items omitted for children under five is given on each page. Part I of the test taps ten behavior domains: independent functioning, physical development, economic activity, language development, number and time concept, domestic duties, self-direction, responsibilities, and socialization. Part II provides information on maladaptive behavior, such as violent and destructive behavior, untrustworthy behavior, inappropriate interpersonal manners, and hyperactive tendencies. Points are given for each response to yield scores which may be compared with scores from institutional populations. However, unscored responses are also informative.

ASSESSMENT PROGRAM OF EARLY LEARNING LEVELS (APELL)
E. V. Cochran and J. L. Shannon
Edcodyne Corporation

The APELL indicates deficiencies in the areas of language skills, pre-reading, and pre-mathematics in children from four and one-half to seven. It may be used with younger children if it is individually administered. Visual discrimination, auditory association, letter names, discrimination of attributes, number concepts, number facts, nouns, pronouns, verbs, adjectives, plurals, and prepositions are included. The test is paced, requires about forty minutes to administer and should be given in two, twenty-minute sessions on consecutive days. No training is necessary to administer the test. Examinees answer questions by selecting one of three pictures. The test is machine scored. Psychometric data was not available for review. (Review from "School Readiness" HSTCR).

AUDITORY DISCRIMINATION TEST (WEPMAN)
J. Wepman
Language Research Associates

The Auditory Discrimination Test requires about five minutes to administer and presents matched words which the child is asked to indicate as being the same or different. Test results are interpreted in terms of either adequate or inadequate development of auditory discrimination, with cut-off points given starting at age five. The test lacks the sophistication of the Goldman-Fristoe-Woodcock, but appears to be a simple and efficient instrument for limited purposes. (Review in Gearhart and Willenberg).

BASIC CONCEPT INVENTORY
S. E. Engelmann
Follett Education Corporation

The Basic Concept Inventory provides a broad checklist of basic concepts that are involved in new learning situations and are used in explanations and instructions in the first grade. It is primarily intended for culturally-disadvantaged preschool and kindergarten children, slow learners, emotionally disturbed children, and mentally retarded children. Although designed for young children, it may be given to children aged three to ten. The inventory is criterion-referenced and uses basic concepts, sentence repetition and comprehension, and pattern-awareness tasks. It is individually administered, paced, and requires about twenty minutes. If the inventory is to be used as a basis for remedial instruction, it may be given by the classroom teacher. If, however, it is to be used diagnostically as the basis for special treatment of special placement, a trained examiner should administer the instrument. Reliability and validity studies are reported to be in progress. (Review from "School Readiness" HSTCR).

BAYLEY SCALES OF INFANT DEVELOPMENT
N. Bayley
The Psychological Corporation

The Bayley Scales of Infant Development assess developmental status in infants from birth to thirty months of age. The Mental Scale (163 items) measures sensory-perceptual acuities and discriminations; early acquisition of object constancy and memory, learning, and problem-solving ability; vocalizations and the beginning of verbal communication; and early evidence of the ability to form generalizations and classifications. The Motor Scale (81 items) measures the degree of control of the body, coordination of the large muscles, and finer manipulatory skills of the hands and fingers. Each of these items has an age placement to the nearest one-tenth of a month and an age range. The last part of the test is an Infant Behavior Record, consisting of thirty ratings, which is completed by the examiner, after the Scales have been administered, on the basis of his observations. It deals with social orientation, emotional variables, object relations, motivational variables, activity, reactivity, sensory areas of interest displayed, and general evaluations. Some props are needed. A kit of the materials used for the norming groups is available. The test is untimed (although certain items are timed) and individually administered. Training is needed. The mother (or mother substitute) is present during the test. Average testing

time for the Mental and Motor Scales is forty-five minutes with about ten percent of the cases requiring seventy-five minutes or more. Raw scores may be converted to Mental Development and Motor Development indices, scores standardized by age with a mean of 100 and standard deviation of sixteen, or to mental ages. Evidence of face validity is presented. Split-half, test-retest, tester-observer reliabilities, and correlations with Stanford-Binet I.Q.'s for sample members aged twenty-four, twenty-seven, and thirty months are reported. (Review is from "Infant Development" HSTCR.)

BEERY-BUKTENICA DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION
K. Beery and N. Buktenica
Follett Educational Corporation

The Developmental Test of Visual-Motor Integration assesses the degree to which visual perception and motor behavior are integrated. It consists of a series of twenty-four geometric forms which the subject is asked to copy without erasures or corrections. The test is for ages two to fifteen years, and scores provide a visual-motor integration-age equivalent. According to Beery, there are five levels of visual-motor integration. It is consi ed a fairly complete test of visual-motor functioning in young children. (Review in Gearhart and Willenberg).

BEHAVIORAL DEVELOPMENTAL PROFILE (MARSHALLTOWN)
M. Donahue, J. Montgomery, A. Keiser, V. Roecker and L. Smith
Department of Special Education, Marshall-Poweshiek Joint County School System

The Behavioral Developmental Profile is designed to measure the development of handicapped and culturally deprived children ages zero through six and to facilitate individualized teaching of preschool children within the home setting.

The items are based upon normal child development; that is, they are taken from normative sources. The profile consists of behavioral skills specifically stated and divided into three scales: Communication, Motor, and Social. The items within each category are arranged according to age. This is a criterion-referenced device designed to measure the progress of each child in months.

The profile is used with score sheet and in conjunction with the Behavioral Prescription Guides. The guides list behavioral objectives reduced into sequential steps and the activities to accomplish each objective. There are objectives for each of the skills measured in the Profile.

The results from the profile are used to ascertain the level of development along with strengths and weaknesses. The person who is working with the child then uses this information to set objectives and choose strategies for accomplishing those objectives.

BENDER MOTOR GESTALT TEST
L. Bender
American Orthopsychiatric Association

The Bender Gestalt test consists of eight disigns which are copied by the child under standard conditions and scored for specific errors in reproduction. It is a clinical device used to detect visual perceptual difficulties

and the possible presence of brain damage. It is for individuals aged four years and up. It is described as "a maturational test of visual-motor gestalt function in children, to explore retardation, regression, loss of function and organic brain defects, and personality deviations." Its major use is as a diagnostic instrument. Many scoring schemes are available, but all lack substantial population norms. (Reviewed in Savage).

BIRTH-3 SCALE
Tina Bangs and Susan Garrett
Houston Speech and Hearing Center

The Birth-3 Scale was developed to provide baseline data for habilitation and rehabilitation procedures for those children from birth to three referred to the Houston Speech and Hearing Center. There are ninety items arranged according to age in six-month intervals. They have included alternate items for standardization purposes. It is recommended that a case history of the examiner's choice be used to provide additional information.

The instrument is constructed so that it can be used and interpreted by those not specifically trained in psychometrics. The methods for scoring each item are clearly stated. The materials for the scale can be taken from standardized tests or the mother can choose the materials. The authors feel this is the first step in the development of a culture-free test.

Standardization procedures are currently in progress. The scores from the scale are supposed to indicate the present developmental level of the child. The scale can also be used in pre-post fashion.

BOEHM TEST OF BASIC CONCEPTS (BTBC)
A. E. Boehm
The Psychological Corporation

The Boehm Test of Basic Concepts measures masters of concepts considered necessary for achievement in the first years of school. It is appropriate for Grades K-2. Pictorial multiple-choice items check concepts of quantity and number, space (location, direction, orientation, dimension), time, and miscellaneous. BTBC is group-administered and paced. Administration time is fifteen-twenty minutes for each of two test booklets. The test may be given in one or two sessions depending upon age and attention span. Testing in small groups (eight-twelve) or using assistants is helpful with younger children. No special training is needed to give the test. Percentile norms by grade and by socioeconomic level are available. Split-half reliabilities are reported. Content validity is inferred from the item selection procedures. No other validity data are reported. (Review from "School Readiness" HSTCR).

BURKS BEHAVIOR RATING SCALES
H. Burks
Los Angeles Supt. of Schools

The Burks Behavior-Rating Scale is a means by which teachers or untrained individuals can record behavioral or learning disorders that are indicative of organic brain dysfunction. It consists of thirty items; for example: "hyperactive and restless", "cries often and easily", "explosive and unpredictable behavior", "often tells bizarre stories"--on which the teacher can

rate on a five-point scale from "have not noticed this behavior at all" to "have noticed this behavior to a very large degree" for each child. The scale is designed for grades one through six and is described by Johnson and Bommarito. (Review in TMCD, p. 40).

BZOCH-LEAGUE RECEPTIVE-EXPRESSIVE EMERGENT LANGUAGE SCALE
K. P. Bzoch, R. League
The Tree of Life Press

The Bzoch-League Receptive-Expressive Emergent Language Scale aids the evaluator in investigating emergent expressive and receptive language skills in very young (birth through three years) children, and in detecting handicaps in language acquisition. The scale contains items for specific age periods, half of which deal with receptive language and half of which deal with expressive language. There are six items for each month for the first year, six items for each two-month interval for the second year, and six items for each four-month period for the third year. The scale can usually be completed by an interview with the mother or principal caretaker, although occasionally direct observation is necessary. The test yields a receptive language age, expressive language age, and combined language age. All of these can also be expressed as language quotients. The manual includes an explanation of the conceptualization of language acquisition that dictated the scale's construction.

CAIN LEVINE SOCIAL COMPETENCY SCALE
L. F. Cain, S. Levine, and F. F. Elzen
Consulting Psychologists Press, Inc.

The Cain Levine Social Competency Scale measures the social competence of trainable mentally retarded children aged five to thirteen. The scale is divided into four subscales: self-help (manipulative and motor skills), initiative (self-directedness), social skills (interpersonal relationships) and communication (understandability). Many of the items deal with skills which would be deemed maturational in the normal child. The scale consists of forty-four items and is completed by interviewing a person who has had considerable opportunity to observe the child. The interviewer must have some skill in the task in order to obtain accurate responses from the respondent. Chronological age percentile norms for trainable mentally retarded children, for the total score, and for the four subscores are available. Odd-even and test-retest reliabilities are reported. No validity studies were available for review. (Review from "Social Skills" HSTCR).

CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE
S. Levine, F. F. Elves, and M. Lewis
Consulting Psychologists Press, Inc.

The California Preschool Social Competency Scale is designed to measure the adequacy of inter-personal behavior and degree of assumption of social responsibility in children of age two to five. The behaviors included are situational in nature and were selected in terms of common cultural expectations to represent basic competencies to be developed in the process of socialization. Each item contains four descriptive statements, posed in behavioral terms, representing varying degrees of competency. The CPSCS

contains thirty items designed to be rated by a classroom teacher. The nature of the items requires the rater to have had considerable opportunity to observe the child in a variety of situations. Age percentile norms by occupational level and total sample are available. Inter-rater reliabilities are reported. (Review from "Social Skills" HSTCR).

CAROLINA DEVELOPMENTAL PROFILE
David L. Lillie
Technical Assistance Development System (TADS)

The Carolina Developmental Profile is a criterion-referenced checklist of skills expected of children aged two to five years. The skills are in five areas--fine motor, gross motor, perceptual reasoning, receptive language, and expressive language. The purpose of the profile is to expose those areas in which the child is weak so that the teacher may plan instructional objectives that are appropriate to him. Each task is classified into a sub-category (for example, fine motor includes finger flexibility, arm and hand precision, and hand and finger dexterity). For each task, there is a task description, developmental age, needed materials, and criteria for passing. The Profile is presently an experimental edition which is not in final form.

CASSEL DEVELOPMENTAL RECORD
R. N. Cassel
Psychologists and Educators, Inc.

The Cassel Developmental Record is essentially a record form on which many developmental profiles may be plotted on the same individual at different ages. Profiles span the dimensions of chronological age, physiological development, emotional development, psycho-sexual development, intellectual development, social development, and educational development, providing an average total developmental age. Chronological ages are from birth to old age. The author suggests using objective test data (from such instruments as the Vineland and Gesell Scales) when it is available. If it isn't, the profiles do provide guidelines. The author also suggests that the profile be used for young children, where developmental factors may determine educational objectives, and that it become a part of the cumulative file.

CATTELL INFANT INTELLIGENCE SCALE
P. Cattell
The Psychological Corporation

The Cattell Infant Intelligence Scale measures intelligence in children from age two months to two and one-half years. The Scale has five items and one or two alternate items for each age level. The levels are at one-month intervals from two to twelve months of age, two-month intervals from twelve to twenty-four months, and three-month intervals from twenty-four to thirty months. The score obtained is the child's mental age. A number of props are needed. The test is untimed and individually administered by a person with a sound background in child psychology, including mental testing of children and a nursery school training course. Testing time is twenty to forty minutes. Item response rates for various ages of infants are reported. Spearman-Brown reliabilities and predictive validities with Stanford-Binet scores (thirty-six months) are available. (Review from "Infant Development" HSTCR).

CHILDREN'S SELF-SOCIAL CONSTRUCTS TEST
R. Ziller, B. Long, and E. Henderson
Dr. R. Ziller, Dept. of Psychology

The children's Self-Social Constructs Test is a measure of self-concept. The preschool test (ages three to eight years) is individually administered and untimed, and takes about ten minutes. The preschool form measures dependency, esteem, realism color, and realism size. A child is required to select a circle, draw a circle, or paste a circle to represent himself or someone else. Psychometric data is available. Further information is given in the ERIC Head Start Test Collection Self Concept Bibliography. (Reviewed in TMCD, p. 319).

CINCINNATI AUTONOMY TEST BATTERY
T.J. Banta
T.S. Banta

The Cincinnati Autonomy Test Battery measures autonomous functioning in problem solving in children age three to six. Along with social competency, the CATB autonomy variables are curiosity, innovative behavior, impulse control, reflectivity, incidental learning, intentional learning, persistence, resistance and distraction, field independence, task competence, curiosity verbalization, fantasy-related verbalization, and kindergarten prognosis. The measure consists of a number of subtests such as the curiosity box test, the dog-and-bone test, and ratings of variables by means of examiner observations during the testing period. Social competency is assessed by examiner rating scales. Tests are administered individually. Examiners should have extensive experience with young children and need some training or practice in giving this instrument. Some of the sub-tests are timed and others are not. The total testing procedure takes about one hour. Obtained ranges, means, and standard deviations on the subscores are available. Inter-rater, test-retest, odd-even reliabilities and correlations with Stanford-Binet IQ scores are reported. (Review from "Social Skills" HSTCR).

COMMUNICATIVE EVALUATION CHART
R. Anderson, M. Miles, and P. Matheny
Educators Publishing Service, Inc.

The Communicative Evaluation Chart for children from infancy to five years of age, is a screening device that gives an impression of the child's overall abilities. From twelve to twenty-five items are given for the ages three months, six months, nine months, one year, one and one-half years, two years, three years, four years, and five years. Half the items deal with the development and comprehension of language as a communicative tool, while the other half deals with physical growth and development, motor coordination, and visual-motor responses; some items can be reported, while others require a response of the child. This is essentially a checklist of items categorized by age. Norms are based on other tests. (Test is described in CIB Bibliography).

DENVER DEVELOPMENTAL SCREENING TEST
W. Frankenburg and J. B. Dodds
Ladoca Project and Publishing Foundation, Inc.

The Denver Developmental Screening Test is a simple, clinically useful tool designed to assist in the early detection of children with serious developmental delays. It may be used with children from age two weeks to six years. The purpose is screening, not diagnosis. Although the test contains 105 tasks, a child of any given age will usually be tested on about twenty items. The DDST evaluates the following areas: gross motor, fine-motor-adaptive (use of hands, ability to solve non-verbal problems), language (ability to hear and talk), and personal-social (tasks of self-care, ability to relate to others). The test is individually administered and paced. No special training is needed. Testing materials include a rattle, pencil, box of raisins, bell, tennis ball, glass bottle, some blocks, and some yarn. Task norms which indicate the age at which twenty-five, fifty, seventy-five and ninety percent of boys, girls, and all children successfully complete each item are available. Test-retest reliability, inter-examiner reliability, and the correlation of the DDST with the Yale Developmental Schedule are reported. (Review from "School Readiness" HSTCR).

DETROIT TESTS OF LEARNING APTITUDE
H. J. Baker and B. Leland
Bobbs-Merrill Company,

The Detroit Tests of Learning Aptitude are a series of nineteen subtests designed to measure abilities in reasoning and comprehension, practical judgement, verbal ability, time and space relationships, number ability, auditory attentive ability, visual attentive ability and motor ability. The examiner selects a number of subtests (usually from nine to thirteen) appropriate to the subject. Guidelines are provided. The range of mental ages measured is three years to nineteen years. Six subtests are recommended for the preschool age level. The authors also suggest which subtests may be used for individuals who are visually impaired, hearing impaired, cerebral palsied, speech impaired, or who have a foreign language handicap. They report that the test is suitable for use with mentally retarded children. The tests yield a general mental age as well as subtest mental ages. It was standardized on pupils in the Detroit Public Schools, a population typical of large metropolitan cities.

DEVELOPMENTAL GUIDELINES
Compiled from selected sources by Catherine C. Sprugel and Sheila Goldberg under the direction of Merle B. Karnes, Ed.D.

The Developmental Guidelines were compiled as an instrument to be used by teachers to assess the present developmental level of the child. This information is then used to plan appropriate curriculum activities. The items were chosen from widely used scales of child development. The source is listed beside each item, allowing you to refer back to the original source for a more precise description of the item. The Guidelines are divided into two parts--birth through seventeen months and eighteen months through seventy-two months. The task areas are gross motor; fine motor; cognitive, linguistic, and verbal; self-help; social play (eighteen through seventy-two months only).

DEVELOPMENTAL PROFILE (ALPERN/BOLL)
Gerald Alpern and Thomas Boll
Psychological Development Publications

The Developmental Profile was designed to provide an efficient and accurate instrument which multidimensionally measures the development of children six months to twelve years of age. It is meant to be used as a screening device but contains enough information to be used in programming as well.

There are 217 items arranged by age into five scales. It can be administered in about thirty to forty minutes. The instrument was constructed so that it could be used and interpreted by people not specifically trained in psychometrics. It can be self-taught by professionals trained in testing. Others may require instruction and supervision.

The instrument was designed to use the interview technique, but one can also administer the items if desirable or necessary.

The authors report studies that indicate, construct and face validity of the instrument. They also report high scorer, reporter, test-retest reliability. Correlational studies have been done on the physical and academic scales but need to be done on the other three scales as well.

EARLY DETECTION INVENTORY
F. E. McGahan and C. McGahan
Follett Educational Corporation

The Early Detection Inventory measures general school readiness in preschool children. Areas of assessment are: social emotional behavior responses, readiness tasks (verbal self-awareness, concept development, awareness of left/right, awareness of body image), motor performance, vision, hearing, dental health, speech, medical history, and family and social history. Both the child and one of his parents are needed to complete the instrument. The Inventory is individually administered and paced. Administration time depends on the number of personnel assigned to the testing session. At least the following are needed: an experienced educational tester, a vision examiner, a hearing examiner, a dentist, and a speech therapist. Several readily available props are needed. No psychometric data was available for review. (Review from "School Readiness" HSTCR).

EVANSTON EARLY IDENTIFICATION SCALE
M. Landsman and H. Dillard
Follett Educational Corporation

The Evanston Early Identification Scale is a simple screening device for identifying children who can be expected to have difficulty in school. It consists of one task, that of drawing a person. It was conceptualized from observations that children in the upper elementary grades who were having serious learning problems had performed poorly on kindergarten figure drawings. A twenty-five-point scale was developed, based on the absence of figure-drawing details and on correct position of body parts. The test is suitable for children aged five years, zero months to six years, three months. The children should previously have had a chance to become familiar with drawing materials. The test is not a diagnostic instrument; children

who fall in the high-risk category should be referred for diagnosis and treatment. Their difficulties may be emotional, perceptual, or may arise from other causes. The test is now available in a field research edition. It has been standardized on 117 children and has demonstrated its screening efficiency.

FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION
M. Frostig
Consulting Psychologists Press, Inc.

The Marianne Frostig Developmental Test of Visual Perception measures five operationally-defined perceptual skills: eye-motor coordination, figure-ground perception, constancy of shape, position in space, and spatial relationships. This is a paper-and-pencil test designed for young children. Norms are given starting at age four, from which a perceptual quotient may be obtained. There are also a number of work-sheet-type, activity-oriented, remedial programs related to test results. Reviewers report the test format to be interesting to young children. (Review in Gearhart and Willenberg).

GESELL ACTION AGENT TEST
A. Gesell
The Psychological Corporation

The Gesell Action Agent Vocabulary Test consists of forty items, such as "What Runs?", "What Flies?", "What Sails?", etc. The child is to supply the agent of the action. Norms are given for full years, beginning at age three. The test is described in Gesell, A. et. al., The First Five Years of Life, pp. 223-228. He recommends it as the outstanding language situation within the upper half of the preschool range, and says, "In addition to providing a measure of language comprehension, the test gives the opportunity to observe such matters as the ability to sustain attention and interest, tendencies toward perseveration or stereotypy, confusion by similarities of sound or associated ideas, critical consideration of responses as opposed to random answering, tendencies to give up easily or go out of the field in the face of an increasingly difficult task, and other details which throw light on the child's personal-social stability and maturity."

GESELL DEVELOPMENTAL SCHEDULES
Gesell, A., and Associates
The Psychological Corporation

The Gesell Developmental Schedules assess the developmental level (or developmental quotient) of children from age four weeks to six years. Maturity is measured in four major fields of behavior: motor characteristics (postural reactions, prehension, locomotion, general bodily coordination, specific motor skills), adaptive (perceptual, orientational, manual and verbal adjustments, alertness, intelligence, constructiveness), language (soliloquy, dramatic expression, communication, comprehension), and personal-social (personal reactions to other persons and to the impacts of culture, adjustments to domestic life, property, social groups, community conventions). The schedules are individually administered by physicians. Several different

forms (schedules) are available for children of varying ages. A number of props are needed for the test. Developmental norms for the items are available. No reliability or validity studies were available for review. (Review from "Infant Development" HSTCR).

GOLDMAN FRISTOE TEST OF ARTICULATION
R. Goldman and M. Fristoe
American Guidance Service, Inc.

The Goldman Fristoe Test of Articulation provides a method of assessing an individual's articulation of consonant sounds. There are three subtests. The Sounds-in-Words Subtest utilizes thirty-six pictures of familiar objects; the examiner records the child's articulation of speech sounds. The Sounds-in-Sentences Subtest consists of two stories read aloud by the examiner and illustrated by sets of pictures. In order to approximate speech production of ordinary conversational speech, the child is asked to recount each story in his own words using the pictures as memory aids. The Stimulability Subtest asks the child to pronounce a previously-misarticulated phoneme, given both visual and oral stimulation. A filmstrip is available as an alternate method of presenting the test, which the publishers say may be useful for testing immature, easily distracted, or mentally retarded children. The test is designed for children aged two and over, with the results to be recorded on a form which graphically portrays the child's articulatory profile. Percentile rank norms are available for males and females at three-month intervals from age six through sixteen.

GOLDMAN FRISTOE WOODCOCK TEST OF AUDITORY DISCRIMINATION
R. Goldman, M. Fristoe, and R. Woodcock
American Guidance Services

The Goldman-Fristoe-Woodcock Test of Auditory Discrimination uses a tape-recorded stimulus and pictures which the child is to select. There are three parts to the test--a training procedure, a quiet subtest, and a noise subtest. Each of the two subtests includes six words from each of the categories--voiced plosives, unvoiced plosives, voiced continuants, nasals, and unvoiced continuants. The age range is three years, eight months through adult. Score consists of the number of errors; norms are provided for the total test. An excellent review is available in the Journal of Special Education, vol. 4, no. 3.

GOODENOUGH HARRIS DRAWING TEST
F. Goodenough and D. Harris
Harcourt, Brace, Jovanovich, Inc.

The Goodenough Harris Drawing Test is a nonverbal test of mental ability. The child is asked to draw a man, a woman, and himself. Drawings are scored on the basis of presence or absence of certain characteristics--seventy-three for the man and seventy-one for the woman. There are also Quality Scales, which permit a much more rapid estimate of the child's level of maturity when a rough estimate will suffice. Users are cautioned against using this test to make diagnoses of mental impairment, since it is heavily affected by personality variables. It is most useful as a projective tool for clinical assessment. Norms are available for ages

three to fifteen, separately for boys and girls, in the form of standard scores and percentile ranks. (Review in Allen and Allen).

HEAD START TEST COLLECTION
Educational Testing Service

The Head Start Test Collection is a set of six annotated bibliographies in the following areas: School Readiness Measures, Tests for Spanish-Speaking Children, Self-Concept Measures, Measures of Social Skills, Assessing the Attitudes of Young Children Toward School, Measures of Infant Development. One may request one or more of the bibliographies in the six areas. These bibliographies may be obtained free of charge.

HOUSTON TEST FOR LANGUAGE DEVELOPMENT
The Houston Test Company

The Houston Test for Language Development provides a measure of language development from infancy to the age of six. The test includes two parts--the first consists of noting characteristics after observation (e.g. "talks to himself spontaneously", "uses present and future", etc.). In the second, the examiner uses vocabulary cards, miniature objects, crayons, and drawing paper to evaluate the child. The test takes about thirty minutes. Scoring is similar to the Binet (normed on a small sample of white children) with basal and ceiling ages for groups of tasks. The test is described in the CID Bibliography.

ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITY
S. Kirk, J. McCarthy, W. Kirk
University of Illinois Press

The ITPA purports to assess twelve aspects of psycholinguistic functioning in children ages two to ten. These twelve aspects, ranging from auditory and visual reception to visual-sequential memory and sound blending, have been conceptualized in terms of three dimensions. First, children's auditory-vocal and visual-motor behaviors comprise abilities labeled channels of communication. Receptive, organizing, use and expressive processes comprise the second major dimension, the psycholinguistic processes. The third dimension consists of two levels instead of organization, the automatic and the representational. Assessment by way of the ITPA leads to the charting of individual profiles, or underlining intra-individual differences, in terms of these dimensions. Emphasis has been placed upon the identification of major psycholinguistic deficits or disabilities which may require remediation. The ITPA is administered individually. Special training is required for its use. (Review from Evans, p. 338).

INFANT BEHAVIOR INVENTORY

E. Scheafer, M. Aaronson

The Infant Behavior Inventory (for ages one to three) consists of 115 descriptions of possible infant behaviors (e.g. "Readily responds with a smile to a friendly person"; "Seems to enjoy most things that he does").

The observer describes the child, for each item, as "very much like", "somewhat like", "very little like", or "not at all like". Dimensions covered by the items are attentiveness, belligerence, cheerfulness, concentration, contentment, distractibility, enthusiasm, fatigue, fearfulness, gregariousness, hyperactivity, inquisitiveness, irritability, monotonous behavior, negative affect, negativism, passivity, perserverance, positive social response, rapidity, self-consciousness, verbal expressiveness, and withdrawal. A form for display is given, but there are no norms.

KINDERGARTEN EVALUATION OF LEARNING POTENTIAL
Wilson, J.A.R., and Robeck, M.C.
Webster Division, McGraw-Hill Book Company

The Kindergarten Evaluation of Learning Potential predicts school success in the early grades based on the learning that a child actually does in kindergarten. It is designed as both a teaching and evaluation instrument. KELP items include skipping, color identification, bead design, bolt board, block design, calendar, number boards, safety signs, writing a name, auditory perception, and social interaction. The latter nine items are rated at three levels: association, concept formation, and creative self-expression. The items are taught by the teacher, who observes and records the accomplishment of the tasks over the entire kindergarten year. Classroom materials, teaching tips, and a summary retention test are available. The authors report that stanine norms can be obtained on request. The results of a survey of teachers who have used KELP on their views of KELP's construct validity, correlations with Stanford-Binet, and predictive validities with teacher ratings (first grade) and Metropolitan Achievement Test scores are available. No reliability studies are reported. (Review from "School Readiness" HSTCR).

METROPOLITAN READINESS TESTS
G. Hildreth, N. Griffiths and M. McGauvran
Harcourt, Brace, Jovanovich, Inc.

Six subtests comprise the Metropolitan battery: word meaning, listening comprehension, perceptual recognition of similarities, recognition of lower-case alphabet letters, number knowledge, and perceptual-motor control (copying). In combination, these tests are intended to provide an assessment of children's development in skills that contribute to "readiness for first grade instruction." The Metropolitan battery is ordinarily given at the end of kindergarten or the beginning of first grade. Results may be used to classify pupils on a "readiness" continuum. Such a classification is presumed to be helpful for teachers who desire more efficient management of their instructional efforts. At least minimal skill in the use of writing instruments and paper is prerequisite for children to whom the Metropolitan is administered. However, no special training is needed by teachers for the administration and scoring of these tests. Norms are based upon a nationwide sample of beginning first graders. In general, the reliability of these tests is high and their predictive validity is encouraging. The Metropolitan is among the most popular of batteries currently used in public school kindergartens and primary grades. (Review from Evans).

MINNESOTA PRESCHOOL SCALE
Goodenough, F. L., and Others
American Guidance Service, Inc.

Assesses development of mental ability in children of age six months to five years. Two parallel forms are available. Items pertain to pointing out parts of the body or objects: naming familiar objects; copying; imitative drawing; block building; response to pictures; Knox cube imitation; obeying simple commands; comprehension; discrimination, recognition, or tracing of forms; naming objects from memory; colors; incomplete pictures; picture puzzles; digit spans; paper folding; absurdities; vocabulary; imitating clock hands; and speech. The test has verbal, nonverbal, and total scores for children three to five years of age, and total scores for younger children. The instrument is individually administered and paced. The examiner should have considerable experience in the testing of young children and some practice with the test materials. Age C scores and percent placement norms and I.Q. equivalents are available. Inter-form reliabilities, but no other technical data, are reported. (Review is from Infant Development HSTCR).

MISSOURI CHILDREN'S PICTURE SERIES
J. Sines, J. Pauker, L. Sines

The Missouri Children's Picture Series is a personality test which can be administered to children of varying ages and abilities. It consists of 238 simple line drawings, each on a numbered 3"x5" card. The pictures show a child engaged in a variety of activities and situations. The child is asked to decide whether each picture looks like something he would like to do. The child puts the cards that look like fun to him on one pile, the others on another. The examiner retrieves the piles and later sorts and scores the pictures. The manual says most children complete the test in fifteen minutes by themselves. It can be administered to nonverbal or physically handicapped children. Scoring aids are provided for the eight scales: conformity, masculinity-feminity, maturity, aggression, inhibition, activity level, sleep disturbance, and somatization. Standard score distributions, derived from test results of 3877 children, are given as "T" score equivalents, separately for males and females for each year from age five to sixteen.

MOVE-GROW-LEARN SURVEY
R. E. Orpet and L. L. Heustis
Follet Educational Corporation

The Move-Grow-Learn Survey was developed to assist classroom teachers, movement education supervisors, school psychologists, and other professional school personnel in evaluating selected aspects of a child's motor development. It is intended for use with the Frostig-Maslow, Move-Grow-Learn program and with Movement Education: Theory and Practice.

Eight broad areas of sensory-motor and movement skills are included: coordination and rhythm, balance, flexibility, strength, speed, balance, endurance (only children eight years old or older should be rated on endurance), and body awareness. For each sub-area, illustrative activities and room for comments is included.

This is not a standardized, psychometric instrument in which developmental norms are provided for each age level. The assessment is based upon the examiner's observations of the child in classroom, playground, and gymnasium activities.

Ratings are from one through five: 1=severely impaired; 2=mildly impaired; 3=adequate; 4=good; 5=excellent.

Children rated one or two need considerable training in the skill or skills in which they are deficient. Children rated three should have training; and children rated four and five can also benefit from movement education.

Move-Grow-Learn activities are suggested for additional training in skills in which a child is rated one, two, or three. (Review from publisher).

NORTHWESTERN SYNTAX SCREENING TEST
Laura Lee

This test was designed as a stuuctured screening test for deficits in both expressive and receptive use of syntax for children three through eight years of age.

The test consists of a series of pictures. The procedure is structured for both the comprehension and production portions. It takes approximately twenty minutes to administer and does not require a great deal of experience to administer.

Norms are based upon 242 children between three and seven through eleven years. There is no published reliability data. Available from Dr. Laura Lee, Northwestern University, Evanston, Illinois 60201.

OSERETSKY TESTS OF MOTOR PROFICIENCY
E. A. Doll, Editor
American Guidance Service, Inc.

The Oseretsky Tests of Motor Proficiency is an adaptation of a very old test developed in Russia. In the present form, there are six tasks given for each age (whole years from four to sixteen). The tasks sample general static coordination, motor-speed, simultaneous voluntary movements, and performance without extraneous movements. The test requires twenty to thirty minutes to administer. In its use of age level tasks, it is similar to the Binet. Instructions are given in calculating the motor age.

PEABODY INDIVIDUAL ACHIEVEMENT TESTS
L. M. Dunn and F. Markwardt
American Guidance Service, Inc.

The Peabody Individual Achievement Test is an individually-administered, achievement-screening test in mathematics, reading, spelling, and general information. It requires thirty to forty minutes and uses conventional basal-ceiling procedures. It yields six scores: mathematics, reading recognition, reading comprehension, spelling, general information, and total. Norms are given for ages five and up as grade equivalents, age equivalents, percentile ranks by age or grade and standard scores by age or grade. The test requires no writing--only oral or pointing responses. The test development process employed is applauded in a lengthy review in Journal of Special Education, vol. 4, #4.

PEABODY PICTURE VOCABULARY TEST
L. M. Dunn
American Guidance Service

The PPVT is assumed to measure recognition (hearing) vocabulary by having a child identify correct pictorial representations (from among four alternatives) in a series as the examiner speaks a word corresponding to each picture. It was originally designed to predict school success and results obtained from its use are often taken to estimate roughly a child's "verbal intelligence." Items are arranged from simple to complex. This test is suitable for use with children of preschool age and beyond and is easily administered. Further, the PPVT requires little in the way of special training for scoring and interpretation. In general, the reliability of this test is satisfactory, and scores derived from its use are correlated positively with a wide range of other measures of verbal behavior. Of studies performed to date relevant to the validity of the PPVT for predicting school success, it appears that the test is more effective with children beyond age seven than with those of nursery and kindergarten age. Extensive use has been made of the PPVT for the study of mentally retarded children. (Review is in Evans, p. 339).

PIAGETIAN TASKS
N. Kohn, L. Kohlberg, R. DeVries
The Cognitive Environment of Urban Preschool Children (two volumes)
Graduate School of Education
University of Chicago

Piagetian tasks have been used in research on the cognitive development of young children. They represent an attempt to assess the child's attainment of stages of development outlined by Piaget. A wide variety of tasks may be used to assess the same developmental stages. The tasks in this collection are a dream interview (testing the child's understanding of the nature of dreams in contrast to "real" experiences), a number-conservation task, a length-conservation task, a liquid-conservation task, a class-inclusion task, and a ring-segment-illusion task. Procedures and scoring criteria are given.

PREPRIMARY PROFILE
H. J. Schiff, M. I. Friedman
Science Research Associates

The Preprimary Profile is a rating form on which the parent describes some areas of his child's experiences, for the benefit of his first teacher, to whom he is an "unknown quantity." Areas (unnamed on the form) in which parents give the information are self-care, classroom management (behavior with peers), skill development (muscular coordination), language development (reading and arithmetic readiness), and previous experience. Ratings are designed to be informative and non-threatening. For example, in the language development area, the parent can rate items such as "tells colors of things" and "tells time" as "not yet," "just beginning," or "very well." Self-care items such as "washes his hands and face" can be answered with "not yet," "needs a lot of help," "needs a little help," and "needs no help." The rating form is called Introduction to My Child. Also available

is a letter to parents describing the scale. A review of the test (Journal of Special Education, Vol. 5, No. 1) suggests that, in addition to giving the teacher insight into a child she has not yet encountered, it might also provide a useful forum for discussion between teacher and parent. There are no norms, but a section on "How to Interpret and Utilize Profile Results" is included in the Teacher's Handbook.

PRESCHOOL ATTAINMENT RECORD
Doll, E. A.
American Guidance Service, Inc.

The Preschool Attainment Record combines an assessment of physical, social, and intellectual functions in a global appraisal of children from birth to seven years of age. The Record includes eight categories of developmental behavior: ambulation, manipulation, rapport, communication, responsibility, information, ideation, and creativity. For each category, there is one item for each six-month age span. The item types, item arrangement, testing procedures, and interviewer qualifications are the same as for the Vineland Social Maturity Scale described later. Mean age for expected performance of each behavior is provided. Total scores may be converted to attainment ages or attainment quotients. No reliability or validity studies are yet available. (Review from Infant Development HSTCR).

PRESCHOOL INVENTORY
Caldwell, B.
Educational Testing Service

The Preschool Inventory was designed in relation to Project Head Start. Its purpose is to assess achievement in areas regarded as necessary foundations for early school success. These areas have been labeled concept-activation-sensory, concept-activation-numerical, personal-social responsiveness, and associative vocabulary. The Preschool Inventory has been used as a rough, diagnostic test; that is, to identify selected "cultural handicaps" and as a gross measure of the impact of Head Start experience on children. Limited norms are provided (based on the performance of children ages two to six and one-half identified as products of "lower-" and "middle-class" backgrounds). Like so many preschool tests, this inventory must also be administered individually. The reliability of this test appears to meet acceptable standards, although no empirical statement of validity is reported in the test manual. (Review from Evans, p. 340).

PRESCHOOL LANGUAGE SCALE
Zimmerman, I. L.; Steiner, U. G.; Evatt, R. L.
Charles E. Merrill Publishing Co.

The Preschool Language Scale is designed to detect language strengths and deficiencies. It consists of two main parts--Auditory Comprehension and Verbal Ability, and includes a supplementary Articulation Section. The test is designed for ages one to six through eight. Developmental ages are given for items. From these ages, an auditory comprehension quotient and a verbal ability quotient can be derived, as well as a general language quotient. Reviewers caution against relying heavily on such scores, although

developmental ages can be useful for screening. The scale is considered to be a sophisticated, informal inventory. Further information in the Journal of Special Education (Volume 5, No. 1).

PRIMARY MENTAL ABILITIES
Thurstone, T. G.
Science Research Associates

The S.R.A. Primary Mental Abilities tests are designed to provide both multifactored and general measures of intelligence. The five "primary mental abilities" measured by the tests are verbal meaning (understanding of ideas expressed in words), number facility, reasoning, perceptual speed, and spatial relations. The test requires a little over an hour, and may be given to small groups. It is usually given in two sessions. The perceptual speed test requires timing. The test is given from a test booklet; no additional materials are required. Mental age equivalents for each part and for the total test are given. The test is designed for pupils in kindergarten and first grade, chronological ages 5.0 to 7.6 years.

SCHOOL READINESS SURVEY
Jordan, F. L., and Massey, J.
Consulting Psychologists Press

The School Readiness Survey is designed to help the parent understand the capacities and developmental needs of his child, aged four to six; the items require the child to choose an appropriate picture, figure, word, or symbol, or to answer orally. Subscores are: number concepts, discrimination of form, color naming, symbol matching, speaking vocabulary, listening vocabulary, and general information. S.R.S. is parent administered and paced. The total score and each subscore is related to likelihood of readiness. Suggestions as to how the parent can aid his child, in each area, to be ready for school are included. Cumulative percentage norms for total score and each subscore by sex are available. Test-retest (June/October) reliabilities and correlations of S.R.S. scores with kindergarten teachers' ratings are reported. (Review from "School Readiness" HSTCR).

STANFORD-BINET INTELLIGENCE SCALE
Houghton Mifflin

The Stanford-Binet Intelligence Scale in its present version (1960) is a result of successive refinements of the original Binet Scales developed in France around 1905. As revised, the Stanford-Binet is composed of tasks which require a variety of responses from children, including the identification of common objects, hand-eye coordinations, word definition, practical judgments, arithmetic computations, sentence completion, and problem interpretation. As such, the Stanford-Binet is based on the assumption that samples of verbal and sensory-motor behavior taken from a child of a given chronological age can serve as an indication of the quality or magnitude of that child's underlying mental ability. The Stanford-Binet is suitable for use with children as young as age two and its norms (1960 revision) extend to age eighteen. The intelligence quotient derived from the use of this scale is strongly predictive of academic achievement, particularly during the elementary school years. Thus, many users conceive

of the Stanford-Binet primarily as a measure of scholastic aptitude. Impressive data in reference to the validity and reliability of this scale have accumulated over the many years of its use. (Review from Evans, p. 340).

STANFORD EARLY SCHOOL ACHIEVEMENT TEST: LEVEL I (SESAT)
Madden, R. and Gardner, E. F.
Harcourt-Brace-Jovanovich, Inc.

The SESAT measures cognitive abilities upon entrance into kindergarten, at the end of kindergarten, or upon entrance into first grade. SESAT-I is not a readiness test except in the sense that a grade three achievement test is a readiness measure for grade four. Subtests are: the environment (social and natural environments, social science, natural science), mathematics (conservation of number, space, volume; counting; measurement; numeration, classification, simple operations), letters and sounds (upper case letters, beginning sounds), and aural comprehension (item range from mere recall to adaptations of aspects of logic). The test is group-administered in five sessions and paced. Groups of six or seven per assistant are recommended for beginning kindergarten students and groups of fifteen per assistant for older children. Approximate time for administration is ninety minutes. No special training is needed. Total score and subscore stanines and percentile norms are available. Split-half reliabilities on the subtests are available. No validity studies are reported. (Review foom "School Readiness" HSTCR).

TESTS OF BASIC EXPERIENCES (TOBE)
M. H. Moss
CTB/McGraw Hill

The TOBE indicates how well a child's experiences have prepared him for his introduction to many of the scholastic activities that he will encounter. The TOBE battery is available at Level K for preschool and kindergarten age children, and at Level L for kindergarten and grade one age examinees. Each battery contains the following five tests: general concepts, mathematics (fundamental concept, relationships, quantitative terms), language (vocabulary, sentence structure, verb tense, sound-symbol relationships, letter recognition, listening skills), science (observations, animals, humans, plants, machinery, weather), and social studies (social groups, social roles, customs, safety, human emotions). TOBE is group-administered and paced. It is recommended that one proctor be provided for each four to six children for preschool and kindergarten groups and one for each six to ten children in the first grade. Each test requires about twenty-five minutes to give (125 minutes in all). It is suggested that the five tests be given on five different days. No special training is needed to administer the test. The test may be hand scored or a test-scoring service is available if desired. Grade stanine, standard score, and percentile norms are reported for each test. Kuder-Richardson Twenty reliabilities are available. Test-retest reliability studies are in progress. Content validity was studied by use of a validation panel of kindergarten and grade one teachers and the results are reported. (Review from "School Readiness" HSTCR).

UTAH TEST OF LANGUAGE DEVELOPMENT
Communication Research Associates

The Test is designed to measure expressive and receptive language skills in children nine months through sixteen years.

The test, which is a scale that has been put into test form, is relatively easy to administer and score. From the tally of correct and incorrect responses, the child receives a language age.

There is a reliability data; norms are reported but vary in number from item to item. It takes approximately thirty minutes to administer the test. The examiner must be skilled in eliciting optimum language responses from the child.

VALETT DEVELOPMENTAL SURVEY
Valett, R. E.
Consulting Psychologists Press

The Valett Developmental Survey evaluates various developmental abilities of children between the ages of two and seven, to aid in planning individualized learning programs. It consists of 233 tasks in the areas of motor integration and physical development (seventeen items), tactile discrimination (eleven items), auditory discrimination (thirty-six items), visual-motor coordination (nineteen items), visual discrimination (fifty-three items), language development and verbal fluency (thirty items), and conceptual development (sixty-seven items). The Survey is individually administered and paced. Some practice is needed to give the test. Many props, all inexpensive and readily available, are needed. The author considers the Survey incomplete by itself and recommends that it be supplemented with measures of family background, prior learning experiences, and subjective estimates of the child's motivation for learning, social judgment, interests, general adaptivity, and common sense. Age norms for each of the tasks are included. No other psychometric data was provided for review. (Review from "School Readiness" HSTCR).

VERBAL LANGUAGE DEVELOPMENT SCALE
Meacham, M. J.
American Guidance Service

The Verbal Language Development Scale is an extension of the communication portion of the Vineland Social Maturity Scale. It is an informant interview instrument for children from one month of age to fifteen years. It has the advantage of tapping the child's behavior in familiar settings. There are many items for the younger ages (talks, imitates sounds, uses names of familiar objects) and fewer but more complex descriptions for the older years. Definitions of behavior are given in the manual. Half credit is allowed for behaviors that are in an emergent state. Scores may be converted into a language age, which has standardized on a sample of 120 normal children. The scale consists of a total of fifty items--six on listening, thirty-one on speaking, five on reading, and eight on writing.

VINELAND SOCIAL MATURITY SCALE
Doll, E. A.
American Guidance Service, Inc.

The Vineland assesses progress toward social maturity, competence, or independence in subjects from birth to adulthood. Items are designed to elicit factual descriptions of the examinee's habitual or customary behavior as an established mode of conduct. The items are arranged in order of increasing difficulty and represent progressive maturation in self-help, self-direction, locomotion, occupation, communications, and social relations. Detailed descriptions of the behaviors tapped by each item are available. The mean age of expected performance of each behavior for normal subjects by total sample, by sex, for feeble-minded subjects, and item maturation curves are provided. Total scores may be converted to social ages or social quotients. The Scale is scored on the basis of information obtained in an interview with someone intimately familiar with the person scored, or the person himself. The interviewer needs practice and experience in the techniques involved. Illustrative interviews with subjects of various types and ages are available. Test-retest reliabilities, comparisons of social age and social quotients with chronological age, and item validation studies with normal and abnormal populations are reported. (Review from "Social Skills" HSTCR).

WALKER PROBLEM BEHAVIOR IDENTIFICATION CHECKLIST
Walker, H. M.
Western Psychological Services

The Walker Problem Behavior Identification Checklist is a quick way to identify children with behavior problems. It consists of fifty items which are checked as present or not in the particular child. It can be filled out by anyone familiar with the child. The items form five scales: acting-out, withdrawal, distractability, disturbed peer relations, and immaturity. Certain items might be chosen as indicative of a particular problem, of specific interest to a program--e.g. "is listless and continually tired" or "stutters, stammers, or blocks on saying words." Cutt-off points for disturbance are included, but norms are given only for grades four, five and six. Items are appropriate for preschoolers, but centers would probably want to set up their own scoring systems. TADS has many checklists.

WATSON AND PICKLES SCALE FOR RECEPTIVE LANGUAGE
Ewing, A. G.
Educational Guidance and the Deaf Child, by A. G. Ewing

The Watson and Pickles Scale for Expressive and Receptive Language assesses the child's ability to comprehend and express spontaneous speech. It should be completed by someone who knows the child well, but a parent will probably require that a professional interpret the items. The scale covers the first three years of language development, with items listed according to increasing sophistication. Sample items are "attends purposefully to speech but shows no evidence of comprehension" and "understands speech with situational guidance." The rater is asked to describe or explain, or give examples for most items. There are neither scores nor norms; rather the scale gives an indication of the child's expression and

how he indicates comprehension. The test is described in the CID bibliography.

WIDE RANGE ACHIEVEMENT TESTS
Jastak, J. F. and Jastak, S. R.
The Psychological Corporation

The Wide Range Achievement Test measures achievement in reading, spelling, and arithmetic from preschool through adulthood. Age norms are given for ages five and up. Scores are given in grade equivalents, standard scores, and percentiles. The reading subtest consists of recognizing and naming letters and naming words. The spelling subtest consists of copying marks resembling letters, writing the name, and writing words to dictation. The arithmetic subtest involves counting, reading, number symbols, solving oral problems, and performing written computations. The three subtests take twenty to thirty minutes.

TESTS FOR PARENTS

BAUGHMAN AND DALSTROM PARENT INTERVIEW SCHEDULE
Baughman and Dalstrom, Negro and White Children

The Baughman and Dalstrom Parent Interview Schedule includes a number of well-stated questions about what the child is like and how the parents deal with him. It might be of use to project directors who wish parents to have more positive and/or more realistic perceptions of their child. The project would doubtless wish to modify the questions, but this interview might provide a model for those who wish to consider using a parent interview. This particular interview, which focuses on what the child is like, rather than on what he can do, would serve to inform the parent that the project is interested in the parent's feelings and in the child as a person, and not only in the child's condition. There is no scoring procedure given.

FELS PARENTAL BEHAVIOR RATING SCALES
Champney, "Measurement of Parent Behavior",
Child Development, 1941, vol. 12, pp. 131-166.

The Fels Parental Behavior Rating Scales consist of thirty scales that deal with parental behavior in the home. Each scale has a title, and the points on the scale are well defined in a sentence or two. The first six scales deal with the home environment and the rest with the behavior of the parent specifically. Sample scale titles are: activeness of the home (Active-Inactive); general babying (Overhelps-Refuses to help); readiness of criticism (Critical-Uncritical). The rater would have to be quite familiar with the home to make an accurate rating on these scores.

The scales are intended as a non-evaluative research instrument, but it would not be difficult to decide on a range of desirable and undesirable ratings for each scale. This is especially true for such scales as "Clarity of Policy of Regulations and Enforcement", "Acceptance of Child", "Readiness of Explanation", and others.

The user would have to construct rating forms for the scales he wished to include.

HOW I SEE MYSELF SCALE
Ira J. Gordon
Institute for Development of Natural Resources

The How I See Myself Scale is a rating scale consisting of 40 items. Each item consists of two polar statements indicative of some aspect of the parent's self-perception. The parent responds by marking on a five-point scale a number to indicate a tendency toward one pole. For example:

People like me.	1 2 3 4 5	People don't like me.
I don't like to try new things.	1 2 3 4 5	I like to try new things.
I'm very healthy	1 2 3 4 5	I get sick a lot.

The scale includes the verbal directions that are to be given to the parent. There are neither norms nor scoring instructions, but it is usually easy to determine which pole is the more desirable.

INVENTORY OF HOME STIMULATION
Bettye Caldwell
University of Arkansas, 814 Sherman, Little Rock, Arkansas

The Inventory of Home Stimulation consists of 72 items. A home visitor responds to these items with a yes or no for each item. The test contains items under the following categories: Frequency and Stability of Adult Contact, Developmental and Vocal Stimulation, Emotional Climate, Avoidance of Restriction, Breadth of Experience, Aspects of the Physical Environment, and Available Play Materials (for specific age groups). The scale is designed for use in homes with infants aged 0-3 years.

This inventory was designed for research purposes. Before using this scale you should be sure that the areas covered are those in which you expect to have an effect.

PARENTAL ATTITUDE RESEARCH INSTRUMENT
Earl Schaefer and Richard Bell, (described in "Development of a Parental Attitude Research Instrument", Child Development, 1958, vol. 29, pp. 339-361.

The Parental Attitude Research Instrument consists of 115 items that deal with the attitude of parents toward child rearing. In an abbreviated version of 80 items there are 14 subscales falling into three major areas. Democracy-domination includes encouraging verbalization, excluding outside influence, equalitarianism, and comradeship and sharing. Acceptance-rejection includes breaking the will, irritability, rejection of home-making role, avoidance of communication, and dependency of mother. Indulgence-autonomy includes acceleration of development, intrusiveness, fostering dependency, and approval of rivalry.

This test is described in Johnson and Bommarito and is included in The Antecedents of Self Esteem, by Stanley Coopersmith.

PORTER PARENTAL ACCEPTANCE SCALE
Blaine R. Porter

The Porter Parental Acceptance Scale is composed of 40 multiple choice items designed to measure parental acceptance. Four dimensions of acceptance are included: respecting the child's feelings, valuing his uniqueness, recognizing and encouraging autonomy, and unconditional love. Information on how item response should be weighted and converted into scores on these four subscales is included.

The first ten items ask the parent to indicate the degree of feeling of affection for the child (much more than usual to much less than usual) under different circumstances.

The scale is further described in "Measurement of Parental Acceptance of Children," Journal of Home Economics, March 1954, vol. 46, no. 3. It is available from Blaine M. Porter, 1206 Smith Family Living Center, Brigham Young University, Provo, Utah 84601.

PROJECT HEAD START NATIONAL IMPACT STUDY PARENT INTERVIEW STUDY
National Impact Study
Educational Testing Service, Rosedale Road, Princeton, N.J. 08540

The Head Start Parent Interview covers a number of areas: parent opinion of Head Start, parent home enrichment practices, parent opinion of child and ways of dealing with him, parent aspirations and expectations for child, and others.

SARASON ADJECTIVE CHECK-LIST AND PARENT INTERVIEW
Seymour Sarason, Anxiety in Elementary School Children

The Sarason Parent Interview attempts to assess the antecedents of childhood anxiety, and provides some excellent model questions on the parent's feelings and practices toward his child. The Adjective Checklist is a rating scale on which the parent rates his child on various dimensions according to the tendency toward one of the adjective poles.

The checklist might be used to tap parent's attitude toward the child in such areas as accuracy (compared with staff observation) or positiveness (on those dimensions which are evaluative).

SHOBEN USC PARENT ATTITUDE SURVEY
E.J. Shoben, "The Assessment of Parental Attitudes in Relation to Child Adjustment", Genetic Psychology Monograph, 1949, vol. 39, pp. 101-148.

The USC Parent Attitude Survey consists of 85 statements to which the parent may respond on a five point scale according to the degree of agreement with the statement. Items are categorized into three groups -- ignoring, dominating, and possessive.

A project director may have reservations about the use of this scale. It may be that the attitudes measured by the survey can not be changed by a parent program. Furthermore, the director may choose not to try to influence the parent's child-rearing philosophy.

STATE-TRAIT ANXIETY INVENTORY
C. Spielberger, R. Gorsuch, and R. Lushene
Consulting Psychologists Press

The State-Trait Anxiety Inventory is designed to measure two types of anxiety - state anxiety and trait anxiety. State anxiety is conceptualized as a transitory emotional state or condition that is characterized by subjective, consciously perceived feelings of tension and apprehension. Trait anxiety refers to relatively stable individual differences in anxiety proneness. The test includes two scales - one that measures state anxiety, and which has instruction to the subject to report how he feels at this moment, and another that measures trait anxiety and has instruction to report how he generally feels.

For the state anxiety scale, the subject answers: (1) not at all, (2) somewhat, (3) moderately so, or (4) very much so, to 20 statements.

For the trait anxiety scale, the subject can mark: (1) almost never, (2) sometimes, (3) often, or (4) almost always, to 20 statements. According to the manual, persons with high trait anxiety will respond to situations with more state anxiety. They suggest that the state scale might be readministered over time to measure the level of transitory anxiety. It can be completed by individuals with a fifth or sixth grade reading level. Norms are available for college freshman and other student groups.

ADDRESSES: PUBLISHERS AND DEVELOPERS OF TESTS

American Association of Mental Deficiency
5201 Connecticut Avenue, N.W.
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American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55014

American Orthopsychiatric Association
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New York, New York 10019

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Bobbs-Merrill Company, Inc.
4300 West 62nd Street
Indianapolis, Indiana 46268

Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbis, Ohio 43216

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, California 94306

Communication Research Associates
Box 11012
Lake City, Utah 84111

CTB/McGraw Hill
Del Monte Research Park
Monterey, California 93940

Endcodyne Corporation
3724 West Chapman Avenue
Orange, California 92668

Department of Special Education
Marshall-Poweshiek Joint County School System
9 Westwood Drive
Marshalltown, Iowa 50158

Educational Testing Service
Rosedale Road
Princeton, New Jersey 08540

Educators Publishing Service, Inc.
75 Moulton Street
Cambridge, Massachusetts 01238

Follett Educational Corporation
1019 West Washington Blvd.
P.O. Box 5705
Chicago, Illinois 60607

Harcourt, Brace, Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Head Start Test Collection
Education Testing Service
Rosedale Road
Princeton, N.J. 08540

Houghton-Mifflin Company
53 West 43rd Street
New York, New York 10036

Houston Speech and Hearing Center
1343 Mourisund Avenue
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Houston Test Company
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East 51st Avenue and Lincoln
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Los Angeles Superintendent of Schools
Division of Research and Guidance
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Los Angeles, California 90015

Meeting Street School
333 Grotto Avenue
Providence, Rhode Island 02906

Murdock Center
Mr. Deryl Torbert
Mental Retardation Training Institute
Butner, North Carolina 27509

Psychological Corporation
304 East 45th Street
New York, New York 10017

Psychological Development Publications
7150 Lakeside Drive
Indianapolis, Indiana 46278

Psychologists and Educators Press
419 Pendik
Jacksonville, Illinois 62650

Research Concepts,
A Division of Test Makers, Inc.
1368 East Airport Road
Muskegon, Michigan 49444

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Sines, et al
P.O. Box 1031
Iowa City, Iowa 52240

TADS
625 W. Cameron Avenue
Chapel Hill, N.C. 27514

The Tree of Life Press
Box 447
Gainesville, Florida 32601

University of Illinois Press
University of Illinois
Urbana, Illinois 61801

Webster Division,
McGraw Hill Book Company
Manchester Road
Manchester, Missouri 63011

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, California 90025

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TMCD. See Johnson, Orval, and Bommarito, James, above.